

New York State School Report Card Comprehensive Information Report

BEDS Code: 41-28-01-04-0003
 Name: Westmoreland High School
 Principal: Rocco Migliori

Grade Range : 9-12

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	101	123	122
Tenth	105	96	106
Eleventh	100	86	84
Twelfth	62	101	89
Ungraded Secondary	0	0	0
Total K-12 Enrollment	368	406	401

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	2	0.5%	1	0.2%	2	0.5%
Black (Not Hispanic)	3	0.8%	3	0.7%	5	1.2%
Hispanic	0	0.0%	1	0.2%	1	0.2%
White (Not Hispanic)	363	98.6%	401	98.8%	393	98.0%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	20	7	24
Mathematics Grade 10	0	23	22
Science Grade 10	13	19	19
Social Studies Grade 10	21	24	21

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
51	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the higher range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	2	0.5%	0	0.0%	0	0.0%
Eligible for Free Lunch	49	13.3%	54	13.3%	72	18.0%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.6%		95.5%		97.0%
Student Suspensions	27	7.0%	19	5.2%	27	6.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	10.9%	6.2%	6.0%
Public Assistance	11-20%	21-30%	11-20%
Student Stability	97%	98%	100%

Staff Counts

Staff	2002–2003
Total Teachers	30
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	2
Teachers with Temporary Licenses	1

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	58	29	50%	91	50	55%	79	43	54%
Students with Disabilities	1	0	0%	1	0	0%	5	1	20%
All Students	59	29	49%	92	50	54%	84	44	52%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	25	36	1	3	13	6
Percent	30%	43%	1%	4%	15%	7%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
5	1	1	6

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			4		2	
	Entered GED Program*			9		8	
	Total Noncompleters			13		10	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	5	1.4%	4	1.0%	2	0.5%
	Entered GED Program*	11	3.0%	9	2.2%	8	2.0%
	Total Noncompleters	16	4.3%	13	3.2%	10	2.5%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		383	372
	Number of Students with Disabilities		23	29
	Number of All Students		406	401
	Percent of Enrollment		100%	100%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	9	33%	0	0%	31	97%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	8	25%	0	0%	39	100%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	1	#
Science	5	100%	0	0%	1	#
Reading	0	0%	2	#	1	#
Writing	0	0%	2	#	1	#
Global Studies	2	#	0	0%	3	#
U.S. Hist & Gov't	6	50%	0	0%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	33%	3	#	1	#
Science	4	#	3	#	4	#
Reading	5	100%	3	#	3	#
Writing	5	100%	3	#	3	#
Global Studies	4	#	0	0%	3	#
U.S. Hist & Gov't	3	#	0	0%	4	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	110	90	98	7	5	5
Number Scoring 55–100	101	70	91	1	2	3
Number Scoring 65–100	85	57	88	0	2	2
Number Scoring 85–100	19	17	32	0	1	0
Percentage of Tested Scoring 55–100	92%	78%	93%	14%	40%	60%
Percentage of Tested Scoring 65–100	77%	63%	90%	0%	40%	40%
Percentage of Tested Scoring 85–100	17%	19%	33%	0%	20%	0%
Mathematics A						
Number Tested	0	76	102	0	2	2
Number Scoring 55–100	0	60	87	0	#	#
Number Scoring 65–100	0	52	65	0	#	#
Number Scoring 85–100	0	21	4	0	#	#
Percentage of Tested Scoring 55–100	0%	79%	85%	0%	#	#
Percentage of Tested Scoring 65–100	0%	68%	64%	0%	#	#
Percentage of Tested Scoring 85–100	0%	28%	4%	0%	#	#
Mathematics B (first administered June 2001)						
Number Tested	0	0	10	0	0	0
Number Scoring 55–100	0	0	10	0	0	0
Number Scoring 65–100	0	0	8	0	0	0
Number Scoring 85–100	0	0	2	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	80%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	20%	0%	0%	0%
Global History and Geography						
Number Tested	109	105	103	10	7	6
Number Scoring 55–100	97	103	96	6	7	4
Number Scoring 65–100	80	86	89	5	3	3
Number Scoring 85–100	12	9	26	0	0	1
Percentage of Tested Scoring 55–100	89%	98%	93%	60%	100%	67%
Percentage of Tested Scoring 65–100	73%	82%	86%	50%	43%	50%
Percentage of Tested Scoring 85–100	11%	9%	25%	0%	0%	17%
U.S. History and Government (first administered June 2001)						
Number Tested	70	104	89	4	7	4
Number Scoring 55–100	56	93	86	#	5	#
Number Scoring 65–100	47	77	80	#	3	#
Number Scoring 85–100	23	17	35	#	1	#
Percentage of Tested Scoring 55–100	80%	89%	97%	#	71%	#
Percentage of Tested Scoring 65–100	67%	74%	90%	#	43%	#
Percentage of Tested Scoring 85–100	33%	16%	39%	#	14%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	101	71	66	8	4	4
Number Scoring 55–100	95	68	66	4	#	#
Number Scoring 65–100	85	61	63	3	#	#
Number Scoring 85–100	12	4	13	0	#	#
Percentage of Tested Scoring 55–100	94%	96%	100%	50%	#	#
Percentage of Tested Scoring 65–100	84%	86%	95%	38%	#	#
Percentage of Tested Scoring 85–100	12%	6%	20%	0%	#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	62	109	111	3	8	1
Number Scoring 55–100	60	98	108	#	4	#
Number Scoring 65–100	53	87	100	#	2	#
Number Scoring 85–100	9	31	40	#	0	#
Percentage of Tested Scoring 55–100	97%	90%	97%	#	50%	#
Percentage of Tested Scoring 65–100	85%	80%	90%	#	25%	#
Percentage of Tested Scoring 85–100	15%	28%	36%	#	0%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		67	72		2	1
Number Scoring 55–100		60	64		#	#
Number Scoring 65–100		35	52		#	#
Number Scoring 85–100		6	4		#	#
Percentage of Tested Scoring 55–100		90%	89%		#	#
Percentage of Tested Scoring 65–100		52%	72%		#	#
Percentage of Tested Scoring 85–100		9%	6%		#	#
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	30	29	0	0	0	0
Number Scoring 55–100	23	28	0	0	0	0
Number Scoring 65–100	21	24	0	0	0	0
Number Scoring 85–100	4	6	0	0	0	0
Percentage of Tested Scoring 55–100	77%	97%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	70%	83%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	13%	21%	0%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	34	27	0	0	0	0
Number Scoring 55–100	33	27	0	0	0	0
Number Scoring 65–100	32	26	0	0	0	0
Number Scoring 85–100	19	15	0	0	0	0
Percentage of Tested Scoring 55–100	97%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	94%	96%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	56%	56%	0%	0%	0%	0%
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	131	40	4	2	0	0
Number Scoring 55–100	74	21	#	#	0	0
Number Scoring 65–100	57	15	#	#	0	0
Number Scoring 85–100	17	1	#	#	0	0
Percentage of Tested Scoring 55–100	56%	53%	#	#	0%	0%
Percentage of Tested Scoring 65–100	44%	38%	#	#	0%	0%
Percentage of Tested Scoring 85–100	13%	3%	#	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	52	69	35	0	0	1
Number Scoring 55–100	39	55	29	0	0	#
Number Scoring 65–100	30	44	28	0	0	#
Number Scoring 85–100	5	17	16	0	0	#
Percentage of Tested Scoring 55–100	75%	80%	83%	0%	0%	#
Percentage of Tested Scoring 65–100	58%	64%	80%	0%	0%	#
Percentage of Tested Scoring 85–100	10%	25%	46%	0%	0%	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	51	98%	36	97%	39	92%
Students with Disabilities	10	70%	1	#	3	#

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	79	79	79	9	9	9	88	88	88
Number Scoring 55–64	8	10	5	4	3	1	12	13	6
Number Scoring 65–84	47	52	58	4	1	2	51	53	60
Number Scoring 85–100	19	15	15	0	2	1	19	17	16
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)